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JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
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September 22, 1930

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JOURNAL OF EDUCATION

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Editorials

City Schools

CITY schools are facing a greater responsibility than ever before, because circumstances make the city the dominant force industrially, commercially, and socially.

The public must be educated to realize its responsibility for education for America's tomorrow.

The city board of education is responsible for modernizing public sentiment in education.

The city superintendent is the hydro-electric power of the school system.

City principals are the transformers of the spirit of the administration of city education, stepping it down to the various teachers of children of various ages, of various nationalities, of various families.

The new responsibility will be met successfully only so far as the city board of education appreciates its responsibility for a forward-looking and courageous administration in education that inspires principals to estimate teaching of children above the teaching of subjects.

Public sentiment in education is created by the influence of the school on the spirit of the children rather than in their knowledge of subjects.

Rejuvenated Education

AMERICAN education of the next five years can no more be as it was five years ago than banking and railroading, manufacturing and merchandising can be as they were in 1925.

All changes are magical, are revolutionary and not evolutionary. The heavier-than-air machine rejuvenated the balloon, and for safety and service the oldest flying scheme rivals the latest, and they measure the hydro-electric force by horse-power units.

American education will have vigorous rivalry from private schools that have 3,000-acre school plants, with their own trout streams, game preserves, miles of bridle paths, vocation shops and factories, and faculties bought regardless of price.

Yes, rivalries from parochial schools, whose teachers are selected with reference to their natural ability to teach children rather than subjects, who

consecrate themselves to teaching for life, and have no entangling social or political alliances.

American education must rejuvenate, first of all, its city boards of education. They must be "Public Boards of Education." They must represent the public in modern education.

This will be as remarkable a rejuvenation as has taken place in ballooning or in beam-lighting with its two billion beam-candle-power reflectors, and it must be as complete as it is majestic.

The rejuvenation of public education must come immediately and completely. There is no escape from it.

New York City's New Year

NEW YORK CITY has twenty-four new school buildings this season, accommodating 36,000 children.

The modernizing of school equipment is more significant than the extent of the building program. Neither New York nor any other city has ever introduced as many important opportunities for better modernistic education of children and youth at any one time as is being introduced this year in New York City.

There are six new high schools created and provided with buildings of the most improved equipment.

The new year enrollment is 1,215,000. There are not four cities in the New World with as large a population as there are children enrolled in New York City schools.

American education is a twentieth-century affair. Ninety-five per cent. of the manufacturing concerns have been established in the twentieth century.

Group Insurance

THE Blair Academy, Blairstown, New Jersey, has a life insurance policy for the protection of all employees of the institution, numbering seventy-one. The total amount is $71,000, which gives each worker an average of $1,000. Of course the policy is of the contributory type. The Blair Academy pays one-half of the pensions.

This is the same plan as that which protects all employees of the National Education Association at headquarters.

Evansville's Record

EVANSVILLE, Indiana, has long had an enviable record in education, and now the extent of its advantages as one of the five cities of its class in the state is published in a bulletin, "Statistical Abstract of School Cities."

Per capita cost of elementary schools it is $13.46 less than the next lowest, and $22.25 less than the highest in the state.

Per capita cost of high schools it is $6.06 less than the next lower, and $67.15 less than the highest.

Salary of elementary school teachers, $9.85 less than the next lowest, and $282.15 less than the highest.

Salary high school teachers, $2,185.87, which is $211.80 more than the lowest, and $309.13 less than the highest.

Population is 40,608 more than the lowest, and 14,970 less than the highest.

The high schools graduated this year 564, which is forty less than the next higher, and ninety-one more than the lowest.

Plant investment per enrolled child is $210.99 more than the lowest, and $75.90 less than the highest.

Bonded debt per child is $14.55 more than the lowest, and $37.43 less than the highest.

Assessment for taxation is $60,135,500 more than the lowest, and $93,403,700 less than the highest.

Local school tax is 19 cents more than the lowest and 45 cents less than the highest.

Delaware's Latest Achievement

DELAWARE is leading in several significant adventures in education. The latest is in Georgetown, 2,000 population, in the southeast section of the state. There is an "education-for-life" demonstration school jointly maintained by the state, the local school board, and by private funds supplied by the Delaware Citizens Association.

The school just opened has teachers of high promise, men and women from Maine and California, Ohio and Nebraska, Virginia, Wisconsin and Minnesota.

Medical Examination Profitable

A SCHOOL that has no medical examination or health attention in a city of 70,000 population had seven times as many repeaters as schools in cities of the same general character that have had medical examination for three years.

This is a universal experience. Absences from ill-health are the greatest creators of repeaters, and are the greatest preventable cost of education.

A Matchless Record

JOHNSTON, Rhode Island, a town of 7,000 population, sixteenth in size in a very small state, has a record without a parallel.

Miss Sarah Dyer Barnes, a native of Johnston, has been a member of the board of education for twenty-two years. She has also been a teacher and superintendent in Johnston. She has also been a teacher, principal, and assistant superintendent of schools of Providence.

Wonderful Vacation Achievement

By ALBERT E. WINSHIP

THE most interesting and important vacation creation in education we have ever known has been in Cook County, Illinois, this year.

While many American boys have been crazy over endurance tests in pole sitting and tree nesting, and American girls equally excited over endurance dancing and running, thousands of boys, girls and youths in Cook County, Illinois, have been winning health and wealth in vacation earning and saving enjoyably.

On October 4 at Fullerton Hall, Art Institute, Chicago, three prizes, $50, $25 and $15, will be awarded to the best three of twenty-one candidates for vacation industry.

These twenty-one contestants are the best three in the contests of twenty-five schools of each of the seven districts of the rural and village suburban schools of Cook County.

These three were the best of a thousand contestants in the twenty-five schools of each district.

Each of these seven districts has a director of education who is virtually a deputy county superintendent, and has been in charge of the vacation industry of all the boys and girls of a district.

There are five hundred teachers in the one hundred and seventy-two out-of-city schools of which the county superintendent has direct charge. Each of these teachers was interested in the vacation industry plans of her pupils. Parents were interested in the activities of their children's vacation industry, and each community enjoyed the ingenious ways in which children were earning while learning.

When the prizes are awarded to the winners among the twenty-one county contestants, every daily paper in Chicago will have their pictures in the Sunday editions as prominently as they have featured pole winning and tree nesting boys and dancing and running girls.

The vacation-industry contests of 1930 are the latest of twenty annual creations in education of Edward J. Tobin, superintendent of Cook County.

Albert G. Lane was superintendent of Cook County from 1868 to 1891; Orville T. Bright, 1891 to 1902; and Albert F. Nightingale, 1902 to 1910. They were nationally famous, personally and professionally. They were the most eminent county sunperintendents in their day. I knew them intimately and admiringly.

I had never heard of Edward J. Tobin, and knew no one who had ever heard of him. More from curiosity than interest I attended his first, and my first, County School Fair.

I did not see Mr. Tobin there, but I saw a demonstration of county interest and county school achievement such as I had never seen, had never heard of, had never read of. I lost my heart to that unknown man who seemed to have no part in the creation of that miracle of education.

There has been no year since that I have not known him to achieve something that had never been achieved before.

This vacation-industry creation is simply the latest of a wonderful series of achievements in education which Mr. Tobin has created.

Once in a While

By NIXON WATERMAN

Once in a while the sun shines out,
And the arching skies are a perfect blue;
Once in a while, 'mid clouds of doubt
Hope's brightest stars come peeping through,
Our paths lead down by the meadows fair,
Where the sweetest blossoms nod and smile,
And we lay aside our cross of care
Once in a while.

Once in a while within our own
We clasp the hand of a steadfast friend;
Once in a while we hear a tone
Of love with the heart's own voice to blend;
And the dearest of all dreams come true,
And on life's way is a golden mile,
Each thirsting flower is kissed with dew,
Once in a while.

Once in a while in the desert sand
We find a spot of the fairest green;
Once in a while from where we stand
The hills of paradise are seen;
And a perfect joy in our hearts we hold,
A joy that the world cannot defile;
We trade earth's dross for the purest gold
Once in a while.

Belding's Page

Palm and Maple

THE educational tree was formerly shaped like a tall palm, diminishing toward the top and having a cluster of branches above the tall trunk. Now the educational tree is more like a spreading maple.

If the illustration is not at once clear, consider the literal facts. Children of many bygone generations were assisted by the schools to grow in only one direction. They might fail to grow, and when they did the schools were done with them. If, on the other hand, the children developed in the prescribed direction through the college, they might then branch out into one of several professions.

Today the growth is circumscribed through the first six grades. From that point it begins to throw out branches. The junior high school is expected to determine aptitudes and to encourage suitable branching. Trade schools have come into existence to take care of many who would otherwise quit schooling. The varied courses in high schools and the different kinds of high schools, classical, English, and technical, found in larger centres, furnish numerous branches for pupil growth. Colleges, practical arts schools, and universities with their vast elective systems, constitute upper branches.

The maple instead of the palm is a worthy improvement, on the whole. It ministers to the welfare of the greatest number. It helps to advance civilization in a democracy.

Caution is perhaps needed lest the child be unwisely directed, at too early an age, to branch off from the main trunk. No doubt there have been tragic wastes due to this. Irrevocable choices must be put as late in the school career as possible. Opportunities of the university may well be extended to young people with varied types of preparation.

Men Over Forty

AN important group of industries in Baltimore has started something that greatly needed to be started. This group, comprising the Oil Trade Association, which employs many men at gasoline stations and in operation of trucks throughout the Baltimore metropolis, has arranged to give preference in employment to men over forty.

Modern industry has been laboring under a strange delusion. It has imagined that workers of middle age and over could be dismissed from payrolls without causing serious reactions. Entirely apart from humane considerations, the man over forty must be kept at work or he will become a community problem of first magnitude. The man of that age carries the heaviest burdens of family. He ordinarily represents an important element in the spending power. It may seem wise economy to cut him off the payroll, but to do so is to launch a powerful boomerang against industry and trade.

Big business gets itself into lots of difficulties by its pigheaded and pinheaded policies. The present fashion is to pick the young people, ostensibly because they can contribute energy and "pep," but in truth—at least partly—because these fellows can be hired for lower salaries.

Big business has been known to proclaim loudly the advantages of employing elderly, more experienced workers, and secretly to instruct its personnel department to hire no one over forty. This is not only hypocrisy but folly, from an economic standpoint, and it may have had a good deal to do with causing the depression of which business men complain.

Youth and age have their respective parts to play in the economic program. Neither can do without the other. The Baltimore announcement is of significance because it marks a practical recognition of the truth that industry has made a grave mistake.

A prominent banker declared the other day that he had known a number of businesses to experience heavy losses from letting their older executives go.

What a travesty upon social justice we shall have if, after people have been trained to live longer, they are to find themselves cut off from the sources of revenue! Are communities to shoulder the load of myriads of unemployed persons perfectly capable of working?

Industry—which eventually must pay the bills—had better stop and think.

Anson W. Belding

Associate Editor.

Baltimore Constantly Checks Results

By JOHN L. STENQUIST

Director of Research in Baltimore Public Schools

Research that leads to nothing but filed reports is not the kind adopted by the public schools of Baltimore. Frequent testing is employed as a means to the better adapting of instruction to pupil needs. The Baltimore system is similar to the perpetual inventory kept by many business houses.

IT IS MY belief that the success of a bureau of research in a public school system must be measured chiefly by its efficiency as an integrating enterprise. Its ultimate value is directly proportional to the degree in which it changes the views and practices of the personnel of the school system. This is, of course, merely another way of saying that it is first of all an educational agency, and this point is sufficiently important to merit some emphasis. There is no great difficulty involved in going into a city school system, conducting tests or other investigations, and writing a report on the findings. That type of thing constitutes but the routine procedure of testers and investigators in general. But a research bureau in a public school system, if it is to rise to a role of consequence, faces a far more difficult task. It must not only be the operating instrument for making investigations, but it must take teachers, principals, and supervisors along on its journey. Its program to be effective must be largely educative. It should not only furnish all the vision of which it is capable, but it should lead all with whom it is associated toward new points of view, new and greater vision. For one great secret of progress in a great organization, such as a public school system, is unity of purpose and action. Isolated investigations and new discoveries, no matter how significant or profound, have no effect in a school system until they are actually felt in the classroom by individual pupils, and unfortunately it is at this point that much research in public schools so often fails in so far as practical benefits are concerned. Unless teachers, principals, supervisors and superintendents *all* are a part of a research program its fruits are not apt to be great.

THE WORK OF MANY MINDS

We have found that it is *united* efforts that count. Hence in our program here at this bureau of research primary stress has been placed on including teachers and principals in our plans. Testing and other programs are not so much imposed from above as evolved from below. More important reforms in teaching techniques, organization of schools or of classes are evolved through a multitude of conferences, meetings, reports and discussions, in which the bureau plays its part. Thus new procedures, while often the direct outgrowth of a research program, frequently evolve in a form wherein all who have taken part are so well inoculated that the origin of the virus may be forgotten. But the net effect is far greater than if activities are confined to the four walls of a research laboratory and mere test results announced as findings.

In the Baltimore Bureau of Research our chief interest from the beginning has been in the learning process itself; i.e., in the improvement of instruction. While it should by now be obvious to all that there is no improvement in instruction unless there is improvement in learning, yet many still seem to miss this point. This conviction has led to the present program of systematic city-wide surveys of the results of teaching, which results serve as a first step in many studies within our school system. Test results in the basic subjects provide fundamental data for continually improving both administrative policies and teaching. They constitute also a type of silent supervision and guidance for teachers and principals that may almost be said to be revolutionary.

In Baltimore for the past seven terms *every elementary class* in the city has been systematically surveyed by means of objective tests that quickly reveal at least some of the weaknesses and strengths of each pupil. These surveys are scheduled at the beginning of each term so that teacher, principal, supervisor, and superintendent may each do his part in devising intelligent remedial steps. To test over 100,000 children each term with any degree of accuracy, however, is so huge an undertaking as to have been impossible until our present testing organization was perfected. From the scientific point of view, what is wanted is a continuous inventory of the mental capacity and achievement of each and every one of some 113,000 pupils. In a public school system where this work must be done by teachers, not by psychologists or clinicians, we cannot, of course, fully achieve so ambitious an aim. To do so would require a psychological laboratory and a trained psychologist in every school, and this is clearly impractical.

Nevertheless, a great deal of very valuable testing work is done semi-annually by the regular faculty in each school. This has been accomplished through a plan of organization in which one teacher in each school has been selected to act as local primary examiner and one to act as local intermediate examiner. These teachers have been gradually trained by the Bureau of Research in the precise technique of the particular tests which are used, and although they are not psychologists, they have demonstrated that they are quite as capable of administering many of the tests suitable in the circumstances as are trained psychologists. Beginning with the current year the Bureau of Research is instituting regular monthly meetings which will constitute for these examiners something of a course in the general principles of mental measurements. There are at present 111 primary and 117 intermediate examiners. These persons, closely organized under the direction of the Bureau of Research, each in direct contact with her own school, become a key to systematic investigational work. This organization of examiners is of very great importance, because through its co-operation city-wide surveys become possible with a minimum of disruption to school programs. It is now no longer necessary for us to depend upon sporadic individual testing projects, even though many of these are excellent in their purpose and are still being carried on. With this plan, through the united efforts of teachers, examiners, and principals and through expert planning it becomes possible to speedily obtain city-wide results in a specific subject. In the light of the facts thus obtained intelligent procedure is made more possible for superintendents, supervisors, and other administrative officers.

It is clear that in such a program co-operation becomes the key word. The actual giving of tests is done by the local examiners under the direct guidance of the Bureau of Research. The work is centralized, yet highly decentralized. While it is controlled from the Bureau of Research, the local examiner is the basic unit. Each teacher assists by scoring for one other teacher and checking her own class tests; she tabulates only the results of her own class. All this involves work, but it is a type of work that is of direct and immediate significance to the teacher, for since the class is in every case new to her, she has a special interest in discovering the weaknesses and strengths of each pupil. Through efficient direction the actual work required of each teacher can be reduced to a minimum. All results for the class are summarized on an elaborate self-interpreting class analysis chart by the teacher herself under the guidance of the examiner, who forwards carbon copies to the principal and to the Bureau of Research. This device has largely answered the question of what to do with test results after they are obtained. The teacher is thus first to obtain the results for her class. On a single 13 × 17 chart she has a complete analysis of her class, showing which pupils are strong, which are weak, and in what. She immediately learns which pupils need special help and in which subjects; which pupils are in advance of the class and which behind. The principal through this class analysis chart obtains at once an inventory of the average ability of every class together with the actual status of every pupil in his school.

Only one who has attempted to carry out testing programs can fully appreciate the significance of such an organization. Responsibility for reliability in the giving of the test is centred in the local examiners. A double-check scoring scheme insures accurate scoring. The Board of Superintendents and the supervisors are responsible for the choice of subjects to be tested, the Bureau of Research for the means of testing them, for the general organization and operation of the testing plan and for the compilation of final city-wide summaries.

It is clear that in carrying on such a program the efficiency of a research bureau is directly porportional to the degree of co-operation secured and to the effectiveness of co-ordination of all persons involved. In many respects such work is not in reality research at all. Exhaustive individual studies such as are excellently carried on in psychological laboratories, no matter how valuable, are for the most part impracticable in a public school system. In another sense, however, a co-ordinated program of this kind is research of the most basic sort. The problems here are in a large sense sociological. We are forced *willy-nilly* to deal with *large numbers* and *to deal with them quickly,* no matter how much we may be interested in a few individual pupils.

This program yields an enormous quantity of data concerning the children of our schools. Results for every school are immediately examined by teacher and principal at the school, and remedial measures proceed at once. This may involve some re-grading, changes in methods of instruction, faculty conferences, and in fact endless attack on the items which need attention. At the central office, likewise, results are immediately scrutinized. District supervisors make careful studies of the status of every class in their territory, and with the information thus in hand, go to each teacher knowing the essential problems which need attention in that classroom. Every pupil is individualized, and his strengths and weaknesses studied. Similarly for the city as a whole, the Board of Superintendents meet and consider the status of each grade, city-wide, in each subject from the city-wide report prepared by the Director of

Research. We thus have very definite, systematically recurring surveys showing weaknesses and strengths of every school in every subject tested. This provides a rational basis for the formulation of policies, the allocation of principals and teachers, the improvement of courses of study, improvement of teachers in service, and intelligent administration in general.

In planning and devising schemes to obtain this data we have learned that every possible device for simplifying the procedure and for improving the reliability of results must be sought. Labor-saving devices of all types become of paramount importance. The program is a great network extending up from each individual child up through the teacher, principal, supervisor, director of research to the superintendent of schools. In the light of our results it becomes possible for us to consider intelligently what facts, processes, and skills children fail to learn; how much they learn in a given period; how different types of children succeed, and in what direction others fail. This immediately makes possible studies of why pupils fail or succeed. Once having discovered causes, remedies are often not difficult to devise.

We are now in a position to go forward in a more systematic study of the test results of our schools than we have been heretofore. To be sure, because of the work involved, we are as yet unable to secure as *many* facts about each child as we would wish to have. One of the problems at the Bureau of Research is to discover means to widen the program of fact-finding that we may obtain richer and richer practical knowledge of the mental status of each child from term to term, that the effectiveness of each teacher's work may be constantly increased. If such a program be condemned on the ground that it is not research, it is none the less our belief that it is justifying itself a hundredfold on the ground that it is educational service of the highest order addressed to the continuous study of what we believe is, and will remain, the basic item in any school system, namely, the improvement of instruction.

Sidelight on Mediaeval History

By REGINALD STEVENS KIMBALL

Superintendent, Brookfield, Mass.

FRESH from looking over a set of papers in mediaeval history perpetrated by a group of juniors in a high school in Boston's most exclusive suburb, I cannot resist passing them on to others who may be interested.

Homage, I learned, was "the ceremony which took place when a fife was given to a vassal." On the other hand, "the services the vassal paid his lord was called homany." Another eager searcher after truth stated that homage "was conferred by the vassal on the lord."

As to reasons for the crusades, I have at last achieved perhaps the nearest to the truth that I shall ever come: "The peasants were worked so hard during the middle age that they were glad to go on crusades and get a rest." Again, "The nobles wanted to get away from their estates and go somewhere and break the monopoly."

Dante's place in the Renaissance movement is firmly fixed by the information that he was "an italian and wrote the Voncular." Of this latter, correctly spelled, I am informed that "the vernacular was formed during the Renaissance." The Renaissance began in Italy because "it was in Italy that some of the smartest men were born and raised." Moreover, "During the Renaissance, the men who wrote good literature came out with some of their best works."

"Psuto-sciences," I have it on good authority, "were fakes." "Without the compass there would be a big dismal at sea all the time."

The English parliament was characterized by one as a biogral system, by another as a bicamel system, and by a third, perhaps in compensation for this last, as bicarmental.

Calvin was credited with having "written the bible in a Greek translation."

One pupil questioned the "aquracy" of the "decisians" of a "peticular" pope, and several, coached (I suspect) by the teacher who had guided their destinies during the greater part of the year, gave as the principal benefit of feudalism the fact that it was the only government possible at the time.

In the light of the foregoing, I respectfully commend to the attention of all teachers of history the need of further modifying and integrating the prescribed work in mediaeval history to make it of the utmost value. If it has a legitimate claim to being included in a modern curriculum (and I firmly believe that it has), the course of study must be rewritten, perhaps scrapped and rebuilt, in the light of present-day concepts and present-day imaginations. The textbook and college-entrance-crambook policy should be scrapped without remorse and a vivifying of the program should be undertaken with a speedy good will.

A Democratic Ideal for High Schools

By FERDINAND KERTES

Perth Amboy, N. J.

The author enters a strong plea for a secondary education recognizing diverse kinds of ability. He warns against an attempt at stratification of pupils according to imaginary grades of mental capacity. He regards determinism as a mask for aristocracy. This article deserves thoughtful perusal by every educator.

PROBABLY the most striking phenomenon in connection with the American public school system has been the tremendous expansion of the high school within the past generation. Enrollment has increased from 201,802 in 1890 to 3,757,466 in 1926. At the present time more than half of all children between the ages of twelve and eighteen years are enrolled in the public school system. If this increase continues, as all the facts seem to indicate, the time is near at hand when every child of secondary school age will be enrolled in the high school.

No less striking than the growth in the high school population has been the changing character of this population. A steadily decreasing percentage of students now plan to enter institutions of learning beyond the high school. Furthermore, they display a great diversity in aims, interests, abilities and aptitudes. Many of these differences are due to environmental factors, but there is no doubt but that many others are due to differences in native endowment.

The expansion has been so rapid that the high school has not had time to adapt itself to the new situation. Maladjustments have therefore been frequent. So acute has the problem become that efforts of various kinds are at this time being made to find a satisfactory solution, with a fully satisfactory solution not yet in sight.

Following are some of the solutions that have been proposed and much discussed pro and con during the past decade:—

1. Rigorous sclection based on the I. Q.
2. Homogeneous grouping, according to ability.
3. Curriculum enrichment and revision.
   (a) Accompanied by greater freedom in electives and systematic guidance.

The perfection of various types of more or less scientifically constructed measuring devices during the past decade and a half has served to provide the advocate of each plan with what appears to be a scientific foundation for his proposed plan.

A careful examination of these proposed solutions shows that they are colored by differences in points of view, showing fundamental differences in philosophies of life and education. These differences are so marked that starting with the same set of facts, as, for instance, the results of the psychological tests given to the soldiers during the World War, two people arrive at diametrically opposite conclusions.

The implications of such points of view are so far-reaching that the acceptance of either one may affect the lives of innumerable generations yet to come. Numerous historical illustrations may be given in support of this point of view. Thus we see in China the example of a nation which placed such a great value on social stability that it was willing to maintain it at the expense of practically all progress for a period of nearly three thousand years. Athens and Sparta both valued education for citizenship, but Sparta placed a greater value on its military aspects. She therefore developed a system of education radically different from that of Athens, which placed a greater value on the harmonious development of personality. We may proceed similarly to review the educational systems of Egypt, Rome, the Monastic and Jesuit Schools, and the modern national systems of education, both during the pre-war and the post-war periods.

It is for this reason exceedingly important that in examining each proposed solution of the problem confronting our high schools today, we pay particular attention to the philosophies of life and education which they more or less unconsciously imply.

As we examine the proposed solutions we find ranged on one side a conservative element placing its faith in the leadership of a relatively few gifted individuals. On the other side we find a group of educators placing their faith in the leadership of the many. The latter do not deny the need for leadership, but they would have the leaders grow out of the life of the group, rather than apart from it.

This difference in point of view is especially noticeable in the first proposed solution. The "determinists" would restrict a liberal educational opportunity on the secondary level to a comparatively few individuals having high I. Q.'s. They base their claim on the stability of the I. Q. (This claim has been modified lately to "relative stability.") They argue that intelligence is an inherited quality, unchanged by environment or education, hence it is a waste of public money to

educate those with low I.Q.'s beyond the mere rudiments of an elementary education. Beyond this modicum of an elementary education, they would restrict opportunity for those with low I. Q.'s to vocational training.

The "environmentalists" gather observations and facts neglected and overlooked by the "determinists," and from these data conclude that the environment does have a great deal of influence on the intellect, hence education can raise the intellectual level of the masses. Furthermore, they point out that the so-called intelligence tests on which the I. Q. is based measure only one aspect of the mind, a somewhat narrow aspect, which is considerably influenced by environmental factors and educational opportunity. To restrict, therefore, educational opportunity on the basis of the I.Q. is to work a grave social injustice by perpetuating present social inequalities.

Psychologists are by no means agreed at the present time on the relative influence of environment on general intelligence. Some would say that the environment does not influence intellect in the least. Others would admit that it influences general intelligence to the extent of 3 per cent., while still others would greatly increase this percentage—to 50 or in extreme cases even to 100 per cent. The question is still unsettled.

Since the question is unsettled, it does appear to be presumptuous to restrict educational opportunity on such a shaky foundation. The only explanation one can find for such restriction is a more or less unconsciously held aristocratic point of view. The injustice of the arrangement is all the greater since with the progress of civilization most of the educative influences of the home are not available to children in humble circumstances; their only opportunity to experience richly is in the school.

A great deal of the controversy seems to range itself about the definition of the term "intelligence." Determinists define intelligence as the ability to learn highly abstract types of subject matter of the type found in the traditional school. In other words, general intelligence to them means scholastic aptitude. If we define intelligence as the creative reorganization and reconstruction of experience, which more closely resembles actual thinking in a life situation, the limitations placed upon intelligence are removed. Then every child who is not an institutional case is able to think. In the latter event the difficulty is not with the child, but with the school. The school must modify the educative process so that it will more closely resemble actual life.

One more aspect of the situation needs to be considered, namely, the fact that general intelligence tests are generally admitted not to measure broader aspects of behavior, such as ability in art, mechanical ability, sociability and music. These abilities are associated with all degrees of scholastic aptitude and are completely ignored by determinists as being irrelevant. And yet these abilities suggest the direction in which the high school program can be expanded to enrich the lives of its pupils.

Another solution to this problem has been suggested in the form of homogeneous grouping based on ability. The problem of homogeneous grouping in secondary school differs from that in the elementary school in that it is possible, under the present plan of curricular organization in the high school, to group students by subjects rather than by general intelligence. Experimentation is going on at the present time in this direction, accompanied by reorganization of curricula on the three-level basis.

The whole subject of grouping is still in the experimental stage, with the returns by no means complete. Certain aspects of the problem may, however, be now considered.

In the first place many schools are experimenting with traditional types of subject matter on each level, modified only to the extent of diluting or concentrating the same old subject matter. It seems doubtful whether this is a step in the right direction, except as a makeshift until a better solution can be found. A more promising attack on the problem would be a revision of the curriculum based on concrete life situations.

In the second place, assuming that a reliable index can be found to properly place a child in his proper group in most cases—with sufficient flexibility to permit of readjustments when found necessary—it is highly questionable whether such grouping is desirable or effective in any or all fields. Experimental evidence recently compiled seems to indicate that ability grouping does not reduce failures or insure more thorough mastery.

In the third place it is open to question whether it is advisable to place a child in a low ability section in any field. If the child is found to be deficient in ability within that field, it may be more desirable to guide the child into other fields where he does have more aptitude. Effective guidance in this form may do away with the necessity of grouping, as a high level of achievement can be maintained in each field, granting that there are sufficient opportunities for the exploration and development of abilities to enable each child to find something suited to his abilities.

In the fourth place it should be remembered that the traditional type of a curriculum was organized for a highly selected body of students, practically all of whom were expected to go to higher institutions of learning after graduation. The college preparatory function of the high school was its only function. Although the high school is still called upon to fulfill this function, an analysis of the character of the high school popu-

lation at the present time shows that a steadily diminishing percentage of students do go, or even plan to enter, higher institutions of learning. Hence from both this point of view and the point of view of real thinking in an actual life situation, subject matter and methods of teaching in the high school are in fundamental need of revision.

Such revision takes time. A great deal of sympathy is needed by the high school in its efforts to cope with a problem of universal secondary education, unprecedented in the history of mankind. But this should not blind us to the need of a radical readjustment and experimentation—with all that that implies—to make the right kind of readjustment. Makeshift methods and processes may need to be used until the ultimate goal is reached, namely, a truly democratic type of education. But the pressing need of experimentation and readjustment should be constantly borne in mind.

What seems to be most needed at the present time in the educational field is a philosophy of education which is thoroughly democratic in character, accompanied by an appreciation of the part played by the schools in realizing this ideal.

Dewey defines democracy as respect for the personality of each individual in the social group, considering him as an end, not merely as means; and the sharing of experiences between individuals and groups on a footing of equality.

An education based upon this ideal means the full realization of the potentialities lodged within each individual. The state for its own sake must help the individual to realize these potentialities. The curriculum must be broadened to make this possible. There must be perfect freedom on the part of the child, under competent guidance, to elect those phases of the curriculum which will make possible the full development of his personality.

This ideal does not deny the existence of individual differences in abilities, which is in fact amply demonstrated both by tests and by experience. It does, however, place a different—a democratic—interpretation on these facts. It means the rejection of the notion of an intellectual aristocracy. Leaders must rise from the common life of group, not apart from it.

It may be said in favor of the democratic ideal that the experience of the race has reasonably demonstrated that any aristocracy—no matter how democratically selected at the outset—tends to become hereditary. In time it identifies social welfare with its own class interests. These interests are usually interpreted to include the denial of educational opportunity to less favorably placed classes. The realization of a plan which would create an aristocracy is incompatible with the democratic ideal.

On the other hand, specially gifted children under the democratic plan will have full opportunities, richer than at present, to develop their special abilities, but always in the interests of social service, not for the purpose of self-aggrandizement.

School Assembly

By HERALD M. DOXSEE

Granite City, Illinois

Author, "Getting Into Your Life-Work"

Happy faces, snappy faces turned up to the light—
Expectant faces, pleasant faces glowing with delight:
Thousand eyes—Thousand ears await in joyful frame
Beacon thoughts to guide them on to win success and fame.

Youthful faces, America's treasure, looking up to me—
To me, for any word or thought, helping them to see
How to fill those hidden years they shall meet tomorrow,
Blest with days of peaceful toil, lacking drudge's sorrow.

Future lawyers, doctors, dentists are in that wriggling throng;
Typists, teachers, clergymen will seek their port ere long;
Merchants, housewives, statesmen, each will give men good or ill,
Authors, actors, poets will come forth their place to fill.

Who knows where a word may lodge in those buoyant hearts below?
In the heart of a statesman, housewife, teacher, it may lodge and grow;
And that thought some day I'll find blooming in a fertile place,
Embellishing a human life with its charm and grace.

None could hope to make for these lives all rosy ways;
Some will choose the rocky road in wanton, wayward days;
But perchance some day return to prize the best at last—
Wand'r'rs saved from ruin by a ghost-word from the past.

Happy faces, snappy faces smiling toward the stage,
Filled with hope and gilded visions of life's mystic page
Thousand eyes—thousand ears, open to be shown
Lesson from life's wisdom book I have learned and known.

They Say

FRED J. PAGE, Franklin, Tennessee, superintendent, Williamson County, for thirty-three years:—

"The twelve-month school term is needed more in the country than in the city. In the rural communities a uniform term of twelve months, with quarterly promotions, will adjust the school year to the age and mental ability of the children and the labor demands of country life, thus enabling a child to attend the nine most suitable months out of each twelve.

"Annual promotions are obsolescent and should be replaced by quarterly promotions as early as practicable."

C. H. ROWELL, regent of University of California:—

"Ignorance is no discredit to a pupil, but it is a disqualification in a teacher."

BERTRAND RUSSELL:—

"What is wrong with America is not democratic theory, which is quite inoperative in the regions that Americans consider important; what is wrong is a mistaken standard of values which admires athletes, movie stars and great executives more than poets, painters and men of science."

DR. C. F. HOBAN, formerly superintendent, Dunmore, Pa.:—

"The lesson an American learns from England is the thoroughness with which they do their work. Their aim is quality, not quantity, and school journeys are contributing more than any other agency to the quality of instruction in their schools."

D. S. MORGAN, Arsenal Technical Schools, Indianapolis: —

"The difference between failure and success in business is very largely the difference between good and bad judgments. This may hold equally true for government which is directed and controlled by the people. It is not sufficient that we merely give our pupils a body of facts about social life. They must be given problems in which they can use these facts in arriving at judgments. If we believe that we are in the classroom to make some desirable changes in the mode of thinking of our pupils it is necessary for us to take stock of the kind of judgments they are making and the basis upon which they are made."

JESSIE A. CHARTERS, Ohio State University:—

"From the standpoint of all who are interested in the future welfare of the race, it is essential that there be a more enlightened training of children by all agencies engaged in their care. The agency which needs the greatest enlightenment is the home. The outstanding problem for those who are specializing in the adult field is to develop ways of making parents realize their need of training."

H. W. DAVIS, Kansas State Agricultural College, Manhattan:—

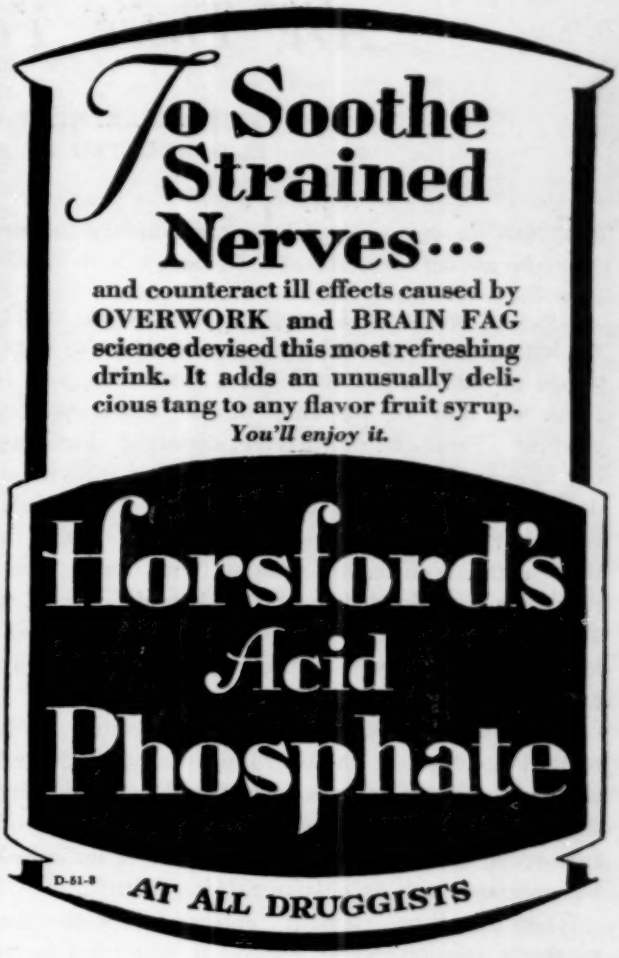
"English teachers must go in for considerable self-examination and a re-valuation of the theories and sanctions under which they operate. They must cease overlooking some very obvious truths about teaching the use of the English language. They spend too much time correcting and too little coaching. The college or high school 'theme' or 'composition' is an unnatural vehicle that has no practical use outside schools."

CALVIN COOLIDGE:—

"No utterance is quite so easy as criticism."

CHARLES M. SCHWAB:—

"The man who starts out with a 'pull' is under a severe handicap. He has to do his work twice as well to get recognition for a job well done."


To Soothe Strained Nerves...
and counteract ill effects caused by OVERWORK and BRAIN FAG science devised this most refreshing drink. It adds an unusually delicious tang to any flavor fruit syrup.
You'll enjoy it.
Horsford's Acid Phosphate
D-61-8
AT ALL DRUGGISTS

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

378. Are we over-rating unlimited patience in our educational procedure? (Texas.)

By that question I suppose you mean, aren't we letting our boys and girls run wild, do as they please or loaf on the job? In a few cases, yes, I think we may be too easy in our leadership or guiding. From the old driving, dictating, dominating school to the new education idea of individual development was a far call, and as a result while some have not heard the call at all yet, others in their enthusiasm came running with such force that they have landed beyond the bounds of reason and good judgment as most of us see it. They belong to the class who expect "to get creation by taking the top off a vacuum."

In a wealthy, pleasure-seeking country it is natural to find a large group of over-indulged children, and the schools owned and controlled by these people naturally catch some of the spirit of that social situation. I don't think it is unlimited patience so much as a *laissez faire* attitude.

Then another element enters in with the teacher's relation. The science of education is so far behind material science and the social change so rapid that we are often puzzled what to do with this pupil who is to meet a world ten years from now, a world about which we hardly dare venture a guess. In face of this situation we are forced to let the pupil work out his own pattern, guiding him as he needs it. But that isn't patience, although it may sometimes look like it.

379. With motion pictures, radio, and auto-driving calling our youth to effortless pleasure, how can we get the joy of good reading sold? (Massachusetts.)

The library idea should start in our kindergarten, and go through the high school and college, tying up continually with the public library in a community. "What can kindergarten children do with a library?" you say. Ask your three-year-old, and get his "Don't be silly, mother!" Picture reading, of course. And right there let me throw in the thought which is not pertinent to this question, but which bothers me often: Why do we lose our picture reading so soon? Hasn't it great possibilities? Isn't it a great loss? (Some kind reader answer that line of question for me, please.) Our school libraries, as well as our public libraries, have far to go and many changes to make if they are to compete at all successfully with what you call "effortless pleasure."

In the beginning we must catch our children younger, nursery school, if possible. Then the idea of the joy of reading being acquired only through hard work, digging, high-brow stuff must be wiped out. How? Well, as I see it, first we must change the atmosphere of the library, materially and personally. In my mind's eye I see those dark, sombre, staid libraries, oak, severe and so on. Why shouldn't a library be a bright, colorful, joyous place, a beautiful, golden treasure house that through its beauty lures people in? Surely that's the way for children.

Then, did you ever notice the kind of people we have had for librarians in the past? We are getting away from the type, thank goodness. Critical, forbidding, superior people often. They know books and filing, but do they know people? Can they size up the needs of the person, child or adult? Do they sense the hunger of a human soul? Oh, the personality of the librarian is so important in the atmosphere of the library. Aside from her technical training she needs to know her sociology thoroughly, and have infinite tact and charm. This old process of fitting the reader to the books must give way to a reverse process of studying the child or adult, and giving him the reading to meet his need, satisfy his hunger, stimulate his growth.

Look at your library shelf, and then look at your people. Our people are not looking backward. The youth of today is leaping ahead by jumps and bounds. Those stacks and stacks of old stuff have no relation to him. It drives him out. Our libraries must clean out and catch up. Save that which is precious; yes, but clean out the litter, and stock up with new stuff, a lot of new stuff in new fashionable clothes before it gets old. Most libraries are behind the times. At least, that's what our youth thinks, and I believe he's right.

Public schools can do much by starting young and giving beautiful, joyous up-to-date libraries in the school systems, and getting the same in the community. Such a change might do much to help in the selling of "good reading," or building up the reading habit as I think of it.

A Trip Through Egypt

By L. H. PUTNEY*

(*Part One*)

WITH proper apology to one C. Julius Caesar, I beg to say that "I have come, I have seen," and with the help of God I hope to salvage enough from the wreck to get away before I am completely "broke." I make this latter statement in all seriousness, for I am in Egypt, and there is no other land in which a traveler is so robbed as there. From the moment he arrives in the harbor of Suez or Port Said (pronounced sä-eed) or Alexandria, until he shakes the dust of the country from his feet, he is a target for the most rapacious gang of gougers, official and otherwise, in all the world.

No matter how short his stay may be, he must pay ten dollars for a visa on his passport. To make matters worse, half of the British officials in distant lands who are the authorized agents of the Egyptian government for the issuance of these visas do not know the requirements. As a result, mistakes are frequent, and for them the innocent traveler invariably is made to pay, and besides is given a lot of insolence by supercilious Englishmen in official positions.

In order that the Egyptians may keep up their health department—if one may judge by the filth seen almost everywhere, it is hard to say what good it does other than to furnish jobs for a lot of lazy persons who probably could not make a living without them—every visitor is compelled to pay a "quarantine tax" of fifteen piastres (a piastre = $0.05 U. S.) both on entering and leaving the country. He must pay another tax of nine dollars for the privilege of inspecting any of the ruins except the Pyramids and the Sphinx. Every time that he enters a mosque the government collects four piastres, and besides he must hand over another piastre or two to the attendant who ties over his shoes the cloth socks which he dons in lieu of going barefooted within the sacred precincts.

In whatever direction he turns he is pounced upon by peddlers of fake antiquities, canes, beads, and a hundred and one other things which no sane person has any use for; and by boot-blacks, would-be *dragomen* or guides, amateur magicians called "gilly-gilly" chaps, carriage drivers, touts for the underworld, and beggars without number, all of whom seem to operate with the hearty sympathy of the authorities. If you give him half an opportunity, "Moses," for that appears to be the name which most of the fraternity have adopted, will attach himself to you so firmly that nothing but a generous portion of "baksheesh" will enable you to rid yourself of his company.

At the moment I am sitting on the comfortable verandah of the Cataract Hotel at Assouan, some seven hundred miles up the Nile, far away from all the dust and dirt and din of Lower Egypt. Just in front of me lies Elephantine Island with the nilometer by which from time immemorial the rise of the Nile has been measured so as to determine how much land can properly be watered. Behind it, reaching as far as the eye can see, are the yellowish limestone hills which mark the beginning of the desert that stretches straight across Northern Africa. To the south the muddy waters of the Nile are churning and frothing as they tumble along in that three-mile rocky stretch known as the First Cataract, with a fall of about seventeen feet. North of Elephantine Island, where the river forms a sort of lake a half-mile wide, the sails of a dozen tiny *fellukahs* may be counted. It is the opportunity for whiling away many a delightful hour for a pittance presented by these boats that has done much to make Assouan popular as a winter resort with Americans as well as Europeans.

Its climate is delightful—not unlike that along the Gulf Coast during the winter months. To tell the truth, it is the only place in Egypt where I have been comfortable. At Luxor (140 miles to the north) and Cairo, and the other places I have visited, as soon as the sun goes down, one has to put on his overcoat to keep warm. Because even the largest and most expensive hotels are without heat, after dinner the guests may take their choice between sitting around in wraps, or going to bed to get warm. Upon inquiry I find that this condition prevails from the middle of December until early in March, but that a little later the country becomes as hot as it was cold before. The proprietor of the hotel at Luxor, where I stayed, told me that when he left there last year on the seventh of May the temperature in the shade was 120° F., and that at night in summer the thermometer frequently stands at 100° F. With such heat it should occasion no surprise to learn that Europeans do not visit Upper Egypt during that part of the year, unless by necessity en route to the Sudan.

(*To Be Continued*)

*Foreign Representative. Little, Brown & Co

He Who Plays Hookey

By ARTHUR DEAN

"You come into the house this minute ! I've been watching for you all the afternoon. What do you mean by not going to school?"

"But mamma, I started to school — I really did, mamma. But I saw an airplane that seemed to be in trouble and Bill and I rushed over to the fields, and gee, mamma, what a sight! The pilot wasn't hurt but the plane was all smashed to smithereens."

It is a wonder to me that there aren't more children who play hookey, and through truancy seek experiences more satisfying to the emotional needs than going to school, and answering questions. And what's worse, oftentimes neither the question nor the answer are tremendously important in the life of a growing youngster.

We must keep in mind that there are different kinds of truants — there are those who love the out-of-doors more than they do school and who like to roam the woods more than look at school books. There are other boys, and girls, too, who take up truancy as a way out of a difficult situation. He (or she) knows that he is likely to fail that afternoon in arithmetic and so the best thing, in his mind at least, is to duck the proposition. You can imagine how such a child feels when his classmates giggle and his teacher scolds.

If we could put ourselves in the place of a youngster, which would we prefer for a form of punishment — the giggling of our schoolmates when we were failing or punishment for playing hookey?

Then there's the child who plays hookey, not from school but from home. He dawdles home from school, takes the longest way, and when he gets there he sneaks into the house. Why? Because he knows that punishment awaits him.

The Daring Play Truant

The timid child is seldom a truant; he hasn't spunk enough to go against established orders. He knows how to play safe, and probably always will. The daring child whose imagination is easily stimulated by the prospect of seeing or doing something new, is always tempted to play hookey. He values the experience more than security.

We ought to do what we can to help our children to know where play ends and work begins. We ought to give them intelligent reasons why it is necessary for them to go to school and get their lessons. We ought to allow them a certain amount of freedom outside the schoolhouse in the way of new experiences. If a child wants to see an aviation field, either the school or the home ought to take him there. If he wants to hike, opportunity must be found for him to get out-of-doors without getting out of school.

And through it all we must remember that there are times when we all play hookey. Millions of oldsters did it on Armistice Day some decades ago. Millions did it when Lindbergh landed. And millions will continue to drop their work, their ambitions and their high purposes when there is an opportunity of being thrilled by a prospect of a real adventure.

So let's not be too hard on the children when they play hookey.

Copyright

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Eyes of Gold—I

(A Story of Connacht, Ireland.)

MacMurty was roused from his slumbers under the rowan tree by a low crying sound that came from the thicket just beyond. "It's a child, maybe," he growled, "that has lost its way." "Come hither," he bawled out, "and bad cest to you for disturbing my dreams. Come hither, I say!" but the crying continued as before until, at last, MacMurty got slowly to his hands and knees and crawled a pace to peer into the thicket. On what should his eyes fall, but a leprechaun, lying flat on his wee back, pinned down by a stick that lay across his breast.

"So, it's you, is it?" cried MacMurty, "and what are you doing there?"

"Help me," groaned the fairy. "My ribs are bending under the weight of this log."

"Help you I shall," said MacMurty. "With a flash of my long finger I can send the stick off of you, but first, my precious leprechaun, let us come to some sort of bargain. Sure it's not every day, you know, such a chance comes to a mortal man like me."

"MacMurty," groaned the wee one, "well do I know it's a stone you have for a heart, and a money-grabbing fist for a spirit. It's a hard bargain you will drive, I doubt not, and win it, too, or leave me here to die under the weight of this log. Name your terms, therefore, and I shall fulfill them, only name them quickly, for the breath is going out of me faster than you think."

"What terms would I name?" laughed MacMurty, rubbing his palms together till they rasped like dry leaves of corn, "what terms would I name, sirrah, but good old gold—and plenty of it—and a guarantee that the gold will be coming to me when I lift the log from your chest."

"Gold you shall have," groaned the wee one, "and a guarantee also. Quick, take this ring from my finger. While it is in your power you hold the life and death of me. All you have to do is grind it under your foot like a June bug and I shall be crushed as flat as a two-pennypiece."

"Very fine words," said MacMurty craftily as he took the ring, "but something more than words must be given me."

"Then go to the path at the turn of the lane," cried the leprechaun, "and lift up the flat stone that was once the doorstep of the great house. Under it you shall find a crock of gold with enough in it to satisfy even your grasping soul."

At his words MacMurty was off with a bound. In a trice he found the slab of stone and under it the crock of gold, just as the wee one promised.

(To Be Continued.)

Eyes of Gold—II

"And now," cried MacMurty, as he ran the gold, tinkling, through his fingers, "if I set the leprechaun free there is no knowing what mischief he may do to me. Sure, he's only a cockshafer anyhow, and like one I shall crush him under my foot and so be rid of him and his power forever." So saying, MacMurty placed the ring on the stone and ground it under his heel until it was as flat as a fallen maple leaf.

"Just to make sure he is dead," said MacMurty, "I shall take a peek at him." So off he went with the gold under his arm, to the spot under the rowan tree. Where the fairy had been was a round hole in the turf as though a heel had ground into it, but of the leprechaun not a trace was to be seen.

"I am rid of him," cried MacMurty. "Now for my gold and the joy of it. There shall be none richer in Connacht and none happier, for gold is the touchstone of happiness and always will be."

That night MacMurty draped a sheepskin over his window to shut out the peep of the world, and crouching down before the peat fire on his hearth, filled his eyes with the glitter of the gold pieces. Over and over he turned them, this way and that, chuckling as he did so and smacking his lips. "What a sight it is," he cried. "Sure a man need see no other sight but this, to have the eyes of him overflow with joy."

Long into the night he crouched thus over his gold until the peat fire burned itself down into gray ashes. Then he threw himself on his hard couch and tried to sleep. When morning came he went to his door and threw it open expecting to see the burst of the sun beyond the blue hill, but look as he might, squinting his eyes and rubbing them, all was as dark as pitch. MacMurty closed the door slowly. He groped his way to the hearth and felt about for the crock of gold. He smiled. At least that had not been taken from him. He picked out a gold piece and held it up before his face. With a cry of joy he sprang to his feet. Though he was blind to all else about him, he could see the gold piece in his hand well enough. It made a bright little circle of light against the jet of the black, like a small sun risen up just for his own two eyes.

The doctor, when he examined MacMurty's eyes, shook his head. "It is strange," he said. "Never have I seen the like before. Both eyeballs are turned to gold. Poor MacMurty. Never more will he see the sun rise as he did, nor the blackbirds picking the grain from the snook of oats before his door."

When night came once more MacMurty crouched again by his peat fire. Again he feasted his eyes on the golden pile before him, holding up to his sight one round piece after another. Bending his head sideways, he let the pieces fall clinking into the pot. "What music it is," he cried. "Sure man need hear no other sound but this to have the ears of him overflow with joy."

When morning came MacMurty once more went to his door and threw it open. Listen as he would, no sound came in to greet him.

(To Be Continued.)

Eyes of Gold—III

No wren sang from the eave above his head; no cow lowed in the distant field; no cock crowed from the barnyard beyond; no dog barked from his neighbor's house.

MacMurty, with a chill fear in his heart, rushed inside to his crock of gold. Quickly he seized a handful and let it fall clattering, piece by piece, back into the pot. A smile spread itself over his crafty face. He could hear as plainly as ever the clear, pure clinking of the gold. Again the doctor shook his head. "Marvels are repeated in this house," he said, "both of MacMurty's ears are turned to gold. Poor old MacMurty! Never again will he hear the song of the lark in the long grasses of the bog, or the blackbird's Kar-ee from the rushes beside the marsh road. Sure, his ears are as hard as rocks and as yellow as the king's metal itself."

That evening, once again, MacMurty crouched by his turf fire listening to the merry clinking of his gold and following with his eyes the bright discs as they fell. "What a fine feel it has," he crowed, as he ran each piece lovingly between thumb and forefinger. "Sure, a man need feel no other thing but this,

to have the touch of him overflow with joy."

When morning came MacMurty went once more to his door to open it to the sun. To his dismay he could not find it. There was no feeling in the tips of the fingers. In vain he ran them along the wall. It was as though he walked about tapping things with ten sticks of wood. With a cry of dismay the greedy one crawled about on hands and knees until he found the pot of gold. He sighed with relief as he thrust in his hand. His fingers were alive to the feel of the gold, his ears could hear it clinking together and his eyes could see the sheen of it as he lifted it to view.

Again the doctor shook his head. "Marvel of marvels," he cried, "MacMurty's fingers are turned to gold."

"Doctor," said MacMurty, "I cannot hear you, nor see you, nor feel you, but the touch of your fingers comes to me. Under the bed you will find a pot of gold. Search it out and put there on the shelf over the hearth, and then good day to you. I shall not need you again."

"Poor oid MacMurty," cried the doctor, "never again will he feel the velvety coolness of the grass in the morning or the touch of a brother's hand at noon."

When MacMurty was alone once more with the gold, he sat thinking, the smell of the peat fire was in his nostrils and the taste of tobacco from his old briar pipe was in his mouth. "I wonder," he said. Then he lifted a gold piece to his nose. "No," he said, "gold has no smell. There is no joy in it that way." Then he set his tongue against it. "No," said he, "gold has no taste. There is no joy in it that way. Therefore, these senses, at least, shall not be taken from me. With the smell of the peat smoke in my nose and the taste of tobacco smoke in my mouth and the sight and the sound and feel of my gold, I shall be quite content. I shall beat the power of the wee one yet, that I will."

As MacMurty finished the words he smiled and broke into a song of the old days. It may have been a year from that hour when MacMurty suspected that his neighbor's son was stealing his gold. Very stealthily, therefore, in the night, he took the crock under his arm and stumbled away towards the rath of the rowan tree. One who saw him said that the wee ones were about him like will-o-the-wisps, tugging his coat tails before him as though a wind blew.

When MacMurty reached the slab of stone, he found it on end just as he had left it. Very quickly he put the pot under it and shoved it into place. As he rose to go some say he tripped, because of his blindness, but others say he was pulled over on his face by the crowd of fairy folk. In any case he died where he fell with the gold in the crock to the last piece, just as he had found it.

Little Enemies

Attila, the mighty Hun, the scourge of Europe many years ago, was once sent as a hostage to the City of Rome. Rome, as you know, at that time was still mistress of the world, though sadly weakened by the drunken leadership of her great men. Attila was still a youth, but his training had been in the hard camp life of the wandering hordes that hovered on the edges of the Roman Empire. He had been taught to ride day and night without rest; to live on a handful of uncooked wheat, to drink water only at long intervals, to endure hardships and accept poverty as a real condition that strengthened his arm for its constant battles.

When he found himself in the Roman Court he was at first delighted. Life was so easy for him. He could drink wine and eat all day long. He listened to sweet music and marveled at the rich display in the great Roman homes. Attila enjoyed all this for a time, then he took thought with himself. "This is not the life of a warrior," he mused. "Wine weakens my will to fight, instead of strengthening it; and already my arm muscles have grown flabby and my legs have lost some of their strength. If I am to conquer this people I must resist the vices that are working against them and for me."

From that day Attila withdrew from the gay life about him. He moved silently through the great city, making notes of what he saw. Vice everywhere, all tracing a horrid journey back to the drinking of wine and other strong alcoholic beverages. He saw men brawling over their cups; he saw men murdered in their sleep by drink-crazed fiends; he saw children weeping over fathers and mothers whom drink had driven crazy; he listened to senators talking nonsense out of drink-befuddled brains; he saw all sorts of wickedness blossoming around him like horrid, pestilential toad-stools, rooted in rottenness and leading straight to death.

Seeing all this, Attila laughed. "The real enemy," he said, "is within the gates. Let the Romans drink and carouse. Some day I shall lead my strong warriors over their bodies into these very halls. With this enemy working in their midst, I need not study the strength of their armies or the wisdom of their generals. It is the unwatched, the apparently little things that defeat the purposes of all of us."

You know, of course, how Attila kept his word. A drunken Rome was no match for the alert, hard-riding Hun.

Simon, the Wayfarer

Simon was a wayfarer. With his light pack on his back he went from place to place, stopping whenever he came to a crossroads to say a few words to those who passed. His sayings were always brief and rather perplexing, for taken by themselves they meant little or nothing, but taken as a whole, fitted together like a patch work quilt, they meant a great deal.

Thus it came about that as Simon traveled in from a distant part, people remembered what he said and when they came together at a fair were accustomed to gather and tell, each one to the others, the message that he had received. In this way the simple country people made quite a game out of Simon's sayings, so much so, that mothers sitting with their children on their knees would say: "To John Gilpin Simon said this, and to Ed Blinn he said this, and what do you think it all meant? Why this, of course; a man who has six pence and a clear conscience is richer than a thief with six hundred gold pieces."

This, of course, was fascinating talk for the children, especially the children of Oxbrook on the side of the Dawn Mountains, and they, too, eagerly awaited the coming of Simon that they might enter into the game with their elders. Now Simon was a wise man, even though he was a wayfarer, so, hearing of the desire of the children of Oxbrook, he turned his steps that way. At the twentieth milestone children awaited him to whom he said: "You shall know the state of the harvest and the skill and industry of the farmer by the golden color of the wheat that is harvested." So saying, Simon passed on and the children treasured his words.

At the fifteenth milestone other children awaited him to whom he said: "You shall know the purity and sweetness and coolness of the pond on the hill by the taste of the brook that flows out of it." So saying, he passed on and the children treasured his words.

At the tenth milestone he found another group of children to whom he said: "You shall know the size and power and splendor of the lamp by the gleam that reaches you through the dark," and the children treasured his words.

At the fifth milestone he found more children to whom he said: "You shall know the glory and the wonder and the perfume of the spirit in the bush by the splendor and scent of the rose that bursts from it in the spring," and the children treasured these words, also.

(Continued on Page 198)

EDUCATION IN ACTION

Evidences of Education Among Early Americans

University of California Teachers Have Unearthed Considerable Data on Co-educational Schools of Aborigines

Long before white men found their way to the Pacific area the California Indians had organized school systems with elementary and higher professional instruction, according to definite evidence gathered by the department of anthropology of the University of California.

Following up evidence uncovered by Professor A. L. Kroeber, chairman of the department, in a study of the Yuki Indians, E. M. Loeb, lecturer in anthropology, has accumulated further data on the Yuki school system, and found similar systems among the Kato and Wailaki of the Athabascan language group. All of these tribes are located in the southern Eel River district.

The basis of the educational system was two secret societies. The elementary schools dealt with the ceremonies, dances, ritual and songs of the old ghost dance religion, with which all boys of the tribes had to be familiar in order to be initiated to membership in the group. The high schools dealt with the more secret ritual of the kuksu, or "big head" religion, of which all men and women doctors and prospective chiefs had to know.

Through previous work, Loeb has shown that the fundamental ideas of the ghost dance religion are widespread among primitive peoples throughout the world, and probably were introduced to American soil at least 10,000 years ago. The teaching of the tenets of this religion in organized schools was practiced by many primitive peoples, but the present discovery presents the first evidence that such schools were maintained on the North American continent.

Attendance at the elementary or ghost dance schools was compulsory upon boys, and no girls were allowed. The schoolhouse was the tribal sweathouse, and the course of instruction lasted six months, during which the boys, usually between the ages of twelve and fifteen, were required to spend all their time at the school. Instruction by the chiefs, tribal dignitaries, and fathers, took place at night, and the young students slept during the day. Meat and fish were taboo, the diet consisting of acorn soup, seeds, and a little water. It was, in effect, a parochial boarding school. The instructors would sing the stories of the ghost dance society, and the class would repeat them in unison.

The high schools were open to girls as well as boys, among the Kato, in separate sweathouses, but among the Yuki in the same sweathouse, thereby making the school co-educational. The chief of the tribe was head of the school system, with his wife in charge of the girls. The high school was in reality a professional school. Aside from the training young men for chieftainship, both girls and boys were instructed in the mysterious art of healing the sick, the boys at the age of eighteen or nineteen, and the girls earlier.

Financial Support And Administration Study

The administration and financial support of secondary education are being studied in detail as a part of the national survey of secondary education, it was explained at the Office of Education. This phase of the investigation, which is under the direction of Professor Fred Engelhardt, of the University of Minnesota, will concentrate upon the relationship of the type of school organization from its administrative set-up to the efficient and economical development of the educational program. An analysis of the types of corporate school districts is being made and the extent to which district organization makes education available to the children within certain areas is also being investigated. The number, kinds, and designations of districts will be studied. Problems involving non-resident pupils, tuition, and transportation facilities fall within the survey, it was explained.

New College Aims At a World Outlook

Prominent educators of this country have united in a project to establish a Progressive College for Women to be opened in Geneva, Switzerland, this Fall, it was learned recently. The college will be open solely to American women, and its purpose will be to create "international mindedness." To this end leaders at the League of Nations will be invited to speak before the school. An arrangement has been made also to permit students to take up certain subjects at the University of Geneva, and to study languages under native instructors. Only fifty students will be admitted to the school during the first year, it is announced. They will be carefully selected, and according to the prospectus "they must represent American womanhood at its best; they must have fine initiative and the power of self-discipline; girls ready to meet the challenge of a new kind of freedom and also ready to accept such restrictions as the administration deems to be desirable." It is planned that graduates from the college will have admittance to any of the leading colleges in this country. The course will provide two years of sequential study and a third year for those who have completed the junior college course in this country, as well as for those students who may wish to remain a third year in Geneva.

Work On $27,500,000 Building Plan at Yale

A building program involving $27,500,000 is now under way at Yale University—a program believed to be one of the largest for any university in the world. It is divided into two parts: buildings now under construction, several of which will be completed soon, and buildings upon which construction will be commenced during the coming school year. Buildings now under way are the Sterling Memorial Library, which will cost $7,000,000, and which will be completed within a few months; the Sterling Law Buildings, which will cost $3,500,000; the Payne Whitney Gymnasium, $2,500,000; the Institute of Human Relations Building, $2,000,000; the Department of University Health Building, $1,000,000; the Sterling Quadrangle, the first group of

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buildings under the new "house plan" at Yale, $2,000,000, which will be ready for occupancy this Fall, and the second group of buildings for the "house plan," to be financed by Edward S. Harkness, of New York City, to cost $2,000,000.

Summer Schools Show Growth

When the summer sessions everywhere closed, their rosters showed, as predicted, the largest enrollment in their history. Everywhere the business depression and the higher professional standards being set for teachers are credited with the growth. At Boston University nearly twice as many degrees were granted this year as last, while at other universities from Columbia to California a new earnestness, as well as new numbers, characterized the student body. "We have not only had a larger number of students," said Dr. Will Grant Chambers, director of the summer session of Pennsylvania State College, "but the quality of students in the mass has been greatly increased over that of ten years ago. One-third of the candidates at the annual summer commencement this year were presented with advanced degrees, and the proportion of students taking advanced work is even greater and steadily increasing."

Faulty Teeth Lead In Pupils' Defects

Poor teeth lead among physical deficiencies affecting the educational progress of school children, according to Timon Covert, specialist in school finance, Office of Education. Defective teeth were found most often in a group of 7,632 elementary school pupils in forty-five consolidated schools where the survey was conducted. The study involved an examination of the relation between physical defects and educational retardation. It was found that sixty-six per cent. of the boys and sixty-one per cent. of the girls have decayed teeth. Pupils with the greatest number of decayed teeth are in age groups, five, six, fifteen and sixteen. The average number of defective teeth for boys of all ages is approximately three, and for the girls approximately two. The data reveals that while there is more retardation among the boys and girls of certain ages who have decayed teeth than there is among those who do not have, for each group as a whole the opposite is true. The difference amounts to fifteen per cent. for the boys and ten per cent. for the girls. Examination revealed that fifty per cent. of the boys and thirty-two per cent. of the girls with bad teeth were retarded in their school work. It was found that nine per cent. of the boys and eight per cent. of the girls suffer from defective vision sufficient to interfere with their work. Retardation is found to be greater among pupils of defective vision than among those without.

Former Teaching Methods Are Now Passing

The "oracle teacher" and the "parrot student" are doomed to extinction in the educational technique of the future, according to the Office of Education. The whole trend of education is away from these characteristics of the old method of teaching. Formerly the teacher—especially the professor in the university where the practice still lingers—read or delivered an elaborate lecture which his students breathlessly transcribed to paper, and then at great pains memorized and glibly repeated. Under such a system the conception of knowledge is narrowed to the remarks of the teacher. Modern methods in teaching involve a co-operative relationship between the teacher and the student. The teacher guides, not as an oracle possessing in some occult manner the secrets of wisdom, but as a partner in a joint enterprise.

Educational Journeys Part of School System

Study in the open air and journeys by school classes are practical features of England's educational system which promote thorough instruction, according to a report received by the Pennsylvania State Superintendent of Public Instruction, Dr. John A. H. Keith, from the State Director of Visual Education, Dr. C. F. Hoban, who is making a study of systems of teaching in British and European schools. School journeys are a part of educational procedure in all parts of the United Kingdom, and are subsidized in the London schools, according to a review of the reports. Dr. Hoban said that instruction in English schools is very practical, that the teachers make wide use of the museums for instruction in art, history and science, that journeys to literary and historic shrines are a common practice, and that school journeys are the channels through which excellence in geography is attained.

Trade School Trend Adds New Problems

The adjustment of the school system of New York City to changing social and industrial conditions as well as to the needs of modern vocational training is reflected in recent extensions of facilities for vocational, industrial and technical training. With regard to vocational education, the system faces two distinct problems, according to school officials. There is the need for providing vocational work for elementary school children who are "hand-minded," and cannot adjust themselves to a purely academic curriculum. That is an educational problem involving the shaping of a course which might benefit non-academic-minded children culturally and morally. In the high schools educators declare the problem is to work out a program which may benefit the same type of pupil from the more strictly professional point of view. Pupils, they say, must be fitted into an industrial or commercial environment, and their curriculum must be framed with a view to their actual capacities and their aspirations for various non-academic careers.

Home Economics Studied by 50,000

Students in institutions of higher learning taking courses in the study of home economics now total 50,640, of whom 37,619 are seeking a baccalaureate degree in the field, according to a statement accompanying a survey of home economics instruction made public by the Office of Education. Of the 584 colleges, universities, and normal schools offering courses of this kind, 322 have a four-year curriculum leading to the degree.

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Study of House Fly Brings Master's Degree

The house fly is only a pest in most persons' lives, but to Miss McIlhenny, of Dayton, O., it was the stepping stone to a Master of Science degree. Miss McIlhenny received her degree at Ohio State University during the annual Summer quarter graduation exercises. She had little interest in flies until she entered the university to take up entomology, other than to swat them at every opportunity. During the past year, however, she studied 3,108 house flies carefully enough to identify them at sight. She pried into the fly's personal habits, and she concluded that the well-advertised uncleanliness of the fly was much exaggerated. She became so proficient in her study of the Musca domestica that she won the master degree.

Two New Aviation Departments at California

Far from having its traditional absorption with the past, the modern college apparently is an active builder for the future. At the University of California this fall two new departments of aviation education, established through the generosity of commercial companies, are to be added. One will offer courses in aeronautical engineering, while the other, dealing with the principles of commercial aviation, will consider the technique of managing an airplane transportation company. Selection and lay-out of air ports, meteorological service, traffic surveys, legal problems, and principles of airplane insurance will be some of the subjects studied.

Open-Air Schoolrooms Help Relieve Congestion

The stuffy, ill-ventilated classroom for school children has passed, as far as Cuba is concerned. With the opening of the fall term open-air rooms will be the rule rather than the exception, it was announced by Dr. Octavio Averhoff, secretary of public instruction. Cuba needs more immediate room for its school children, and there is a desire on the part of the health authorities to give pupils the advantage of extra hours in the tropical sunshine, nowadays readily recognized as a vital factor in the building of sturdy children.

Missouri Schools Ranked First in South

Missouri ranks first among sixteen Southern states in its public education system, with Maryland in second place. This ranking of the states is based on five educational items generally considered indicative of a good school system. These items are: (1) Per cent. of enrollment in average daily attendance, (2) average length of school term, (3) average annual salaries of teachers, supervisors and principals, (4) per cent. of total enrollment in the high school grades, and (5) average value of school property per pupil enrolled. Texas ranks third, and then follow in order: West Virginia, Florida, Louisiana, Virginia, North Carolina, Oklahoma, Kentucky, South Carolina, Georgia, Tennessee, Alabama, Arkansas and Mississippi.

Schools as Solution To Race Problem

Dr. William Allan Neilson, president of Smith College, addressing the closing session of the National Association for Advancement of the Colored People, termed education the ultimate and perhaps the only solution of the race problem. He said the youth of the negro race needed older persons whom they could respect and imitate. "Education broadens the outlook of the individual and of the race," he said. "It gives the individual the capacity to see beyond the borders of his own community." The Spingarn medal, awarded annually for the highest achievement of an American negro, was presented to Henry Hunt, principal of the Fort Valley (Ga.) High and Industrial School. Taking charge of that institution when it was without resources or equipment, he has developed it to its present standing as one of the most important negro educational centres in the South. It has now an enrollment of nearly 1,000, a plant including ninety acres of ground, twelve modern buildings with a total valuation of $450,000 and a faculty of forty-five.

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GRINS BETWEEN GRINDS

Musical Longing

The older members of the household were generously helping themselves to ice cubes for their tea one warm evening. Edith, a small guest in the family, said:—

"Aunt Lou, why don't you put an ice rock in my milk so I can stir a tune?"—Indianapolis News.

With a Will

"My husband is particularly liable to sea-sickness, captain," said the woman.

The skipper nodded. "I've heard of the complaint before, ma'am," he said.

"Could you tell him what to do in case of an attack?"

"'Taint necessary, ma'am," replied the skipper.—Montreal Star.

Old For Lamb

"Isn't it hard," said the landlady, "to think this poor lamb was cut down in its youth to satisfy our appetites?"

"Yes," replied the unhappy boarder at the end of the table, "it is tough."

Boiled Down

A budding journalist was told never to use two words where one would do. He carried out this advice in his report of a fatal accident.

"John Jones struck a match to see if there was any gasoline in his tank. There was. Age 65."

Admits It

A builder who was speaking in public for the first time said: "I am unaccustomed to public speaking. My proper place is on the scaffold."—Christian World.

One For Dads

"Are you a member of a book-a-month club?"

"No," replied the married man, "but I'd like to join a suit-a-year club for husbands."—Los Angeles Times.

Just As Good

Mrs. Willis—"So you aren't afraid of burglars? No doubt your husband has a revolver."

Mrs. Gillis—"Yes, but I am so afraid of firearms that I have hidden it."

Mrs. Willis—"Then what protection would you have in case of a robber?"

Mrs. Gillis—"My dear, the way that man will roar at me when he can't find that gun will scare any burglar out of his wits."

The Meanest Man

Meeting his pet enemy on Main street one day, Jim observed affably:—

"I was sayin' some good things about you to a man this mornin'."

"You was?"

"Ya'as. I said you had the best cattle an' sheep of any farmer I knowed. An' what was more, I said that pair o' hosses o' yourn was the finest in Franklin county—wuth at least $800."

"Who'd you say it to?" queried the flattered foe.

"The tax assessor."—Outlook.

Game Hunting

Somewhere in Scotland a rector of a country parish was hunting up isolated church people.

Calling at one cottage, he asked the woman who came to the door if there were any Episcopalians in the neighborhood.

"Well, sir, I don't rightly know, but my husband shot some strange creature the other night, and its skin is on the barn door; you might take a look at it."—Punch.

Work

"You understood, didn't you, that my name was Simpson?" he asked of the boss.

"Certainly, why do you ask?"

"Oh, I thought perhaps you had it down Samson."—Charlotte Observer.

Disgrace Upon Us

The Irish convict had missed an article of his personal kit. He demanded an interview with the Governor. The interview was conceded.

"Sorr," began the convict, loudly, "there's a thief in this prison."—Birmingham Gazette.

Character Chats

(Continued from Page 194)

At the second milestone other children were gathered to whom Simon said: "You shall know the inside of the home by the children that run out of its doors," and the boys and girls treasured up these words as though they were minted of gold, and, at last, Simon came to the schoolhouse of Oxbrook, and because he traveled slowly and on foot, while the children traveled by auto bus, all to whom he had spoken were out in the yard awaiting him. Simon smiled.

"Let us hear," said he, "how faithfully you remember what I told you. Whereupon group by group the children recited:—

"You shall know the state of the harvest and the skill and industry of the farmer by the golden color of the wheat that is harvested."

"You shall know the purity and sweetness and coolness of the pond on the hill by the taste of the brook that flows out of it."

"You shall know the size and power and splendor of the lamp by the gleam that reaches you through the dark."

"You shall know the glory and the wonder and the perfume of the spirit in the bush by the splendor and scent of the rose that bursts from it in the spring."

"You shall know the inside of the home by the children that run out of its doors."

"And now," said Simon, when all had finished, "I shall tell you the last truth, for which all the others were invented. It is this: And you shall know the richness and the purity and brightness and the well-ordered nature of any mind by the words that come forth from the tongue that serves it."

With a smile and a wave of his hand Simon passed on, but the teacher gave each of the groups a place on the board for the things Simon had said, while she, herself, with her very own hands, in letters of gold, wrote down at the bottom the last message of the wayfarer.

Meetings To Be Held

OCTOBER

1-4: Girl Scouts, Inc., Mrs. J. H. Barnes, 670 Lexington Avenue, New York City: Indianapolis, Indiana.

9-11: Vermont State Teachers' Association, M. C. Parkhurst, 323 Pear Street, Burlington, Vermont: Rutland, Vermont.

16-18: Indiana State Teachers' Association, C. O. Williams, 205 Hotel Lincoln, Indianapolis, Indiana: Indianapolis, Indiana.

16-17-18: New Hampshire State Teachers' Association, Concord. W. H. Buker, president: Rochester, New Hampshire.

17-19: Utah Education Association, D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Rolfe Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

6-8: Kansas State Teachers' Association, F. L. Pinet, 315 West Tenth Street, Topeka, Kansas: Kansas City, Topeka, Hays, Hutchinson, Emporia, Parsons, Kansas.

6-7: New England Association of School Superintendents, S. Howard Chace, Beverly, Massachusetts: Boston, Mass.

6: Wisconsin Association of Mathematics Teachers, M. K. Johnson, 232 Broadway, Eau Claire, Wisconsin: Milwaukee, Wisconsin.

6-8: Wisconsin Teachers' Association, B. E. McCormick, Madison, Wisconsin: Milwaukee, Wisconsin.

8-11: New Jersey State Teachers' Association, C. B. Dyke, Short Hills: Atlantic City, New Jersey.

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

13-15: Arkansas Education Association, H. L. Lambert, Little Rock, Arkansas: Little Rock, Arkansas.

13: National Committee for Mental Hygiene, C. W. Beers, 370 Seventh Avenue, New York City: New York City, New York.

13-15: West Virginia State Education Association, J. H. Hickman, Charleston, West Virginia: Clarksburg, West Virginia.

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